



## KIPP Delta College Preparatory School 2019-2020 School Improvement Plan

### Priority and Goal

In the 2019 – 2020 school year, KIPP Delta College Preparatory School will prioritize reading growth by ensuring 85% of our moving at least one level (from in need of support to close, close to ready, etc.) on the ACT Aspire reading assessment.

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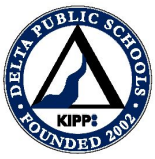
### Data

To determine our goal, our school’s leadership reviewed the following student and family data: attendance, chronic absenteeism, suspensions, and expulsions as recorded in eSchool; behavioral and student habit data from LiveSchool; and student achievement from ACT Aspire. In 2018-2019, our attendance has been consistently above 96%. Our school climate has improved over the prior year with fewer than 9% of students suspended and no expulsions. This is in part due to students actively engaged in class and participating in activities during the class period as reflected in Live School data. Students are also held to a standard of meeting behavior expectations daily and held accountable during lunch and after school detention. As a result, Interim III ACT Aspire Assessment data reflects an increase in student readiness scores in the areas of English and Science. Proficiency scores in the area of reading declined between Interim II and III but are still higher than the proficiency scores for reading from summative testing completed in 2018.

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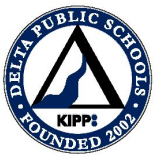
### Supports, Interventions, Practices, and Evaluation Timeline

<b>Teachers will...</b>	<b>Assistant Principals will...</b>	<b>School Leader will...</b>	<b>Evaluation Date</b>
Ensure that students are using Accelerated Reader (AR) to increase student’s time	Monitor the teachers feedback given to students on their word count and assessment	Ensures and provide feedback to the assistant principal on their	Daily



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independently reading and assessing on what they have read.	<p>averages.</p> <p>Ensure teacher has included times throughout their lessons and/or homework for students to independently read.</p>	action steps created for the teacher for increasing student independent reading	
Ensure Special Education students are using HilRap program with fidelity	<p>Monitor the teacher and student time working in the HilRap program.</p> <p>Will provide coaching and feedback to the teacher during HilRap instruction</p>	Will provide feedback to the assistant principal on their feedback to the teacher.	Daily
Assign Reading Intervention for those students who are failing or struggling within their reading classroom.	<p>Aid the teacher in identifying the students who are failing their reading course or struggling in reading.</p> <p>Review Progress Reports bi-weekly with teacher</p>	Will look over the data bi-weekly to see if there is any growth in providing reading intervention to those students determined by the assistant principal and teacher.	Bi-Weekly
Breakdown standards in order to know what students should know and be able to do for every lesson plan submitted	Through weekly data meeting and/or observation feedback meeting provide coaching and/or feedback on breaking down standards	Ensure assistant principal holds weekly data meetings and/or observation feedback meeting.	Daily



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<p>Internalize modules before teaching through engaging data meetings</p>	<p>Along with the GLC, plan, facilitate, and provide feedback on module internalizations.</p> <p>Ensure module internalizations are happening according to the schedule</p> <p>Provide feedback to the GLC on execution of the module internalization</p>	<p>Co-observe and ensure assistant principal has planned and holds module internalizations before the start of each module</p> <p>Provide feedback to the AP on execution of module internalization and feedback provided to the GLC</p>	<p>Monthly</p>
<p>Drive students mastery through teach-backs, internalization, LASW and/or data meetings.</p>	<p>Along with GLC, plan, facilitate, and provide feedback during teach-backs, lesson internalizations, LASW and/ or weekly data meetings.</p> <p>Ensure CTM are happening according to the schedule</p> <p>Provide Feedback to the GCL on the execution of the CTM protocols.</p>	<p>Co-observe, ensure, and facilitate CTM protocols along with the assistant principal</p> <p>Provide feedback to the AP on execution of the CTM protocols and feedback provided to the GLC</p>	<p>Weekly</p>
<p>Align exit tickets to standard mastery</p>	<p>Provide feedback through data meetings and daily observations to ensure teachers are aligning exit tickets to standards.</p>	<p>Ensure AP is providing highest leverage feedback to teachers on exit tickets and alignment to the standard</p>	<p>Daily</p>



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<p>Use the Daily Data Dive (D3) protocol to drive reteaching plan</p> <p>Execute reteaching plan.</p>	<p>Check to use teachers are using the D3 protocol daily within their classrooms by observing the D3 tracker</p> <p>During O3 (One-on-Ones) assist teachers in creating and formalizing a strong reteaching plan.</p>	<p>Observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery.</p>	<p>Daily</p>
<p>Analyze Checkpoint, Mid-Module, and End of Module Assessment</p>	<p>Schedule and execute data meetings with teachers.</p> <p>Provide meaningful feedback on the highest leverage feedback.</p>	<p>Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery of the skills and standard</p>	<p>Bi-Weekly</p>
<p>Preparing and submitting lesson plans for feedback in a timely manner</p>	<p>Provide timely feedback on lesson plans</p> <p>Ensure teachers have submitted lesson plans on time.</p>	<p>Provide feedback on the AP's feedback on the lesson plan.</p>	<p>Weekly</p>
<p>Be prepared and well planned to execute lessons daily</p>	<p>Schedule on a recurring basis, observe, and provide feedback for teachers involving readiness for the lesson</p>	<p>Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers planning and</p>	<p>Daily</p>



		execution of the lesson.	
Execute Wheatley, and Writing curriculums with fidelity	Schedule, observe and provide feedback for teachers teaching each curriculum and provide highest leverage action steps to improve teacher execution of the lesson in order to ensure student mastery will increase	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve teachers execution of the lesson in order to ensure student mastery will increase	Daily
Use ACT Aspire data from the Classroom Assessment and Interim assessments to analyze student progress and plan and execute intervention.	Provide development, feedback, coaching, and ensure teacher are using, ACT Aspire Interim and Classroom Assessment data to drive instruction.  Consistently, with teacher, look at data during weekly data meetings and/or observation feedback meetings.	Co-observe and provide feedback to the AP on the action steps given to teachers to ensure that those action steps are highest leverage to improve student mastery and/or teaching practices	Quarterly

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## Professional Learning

We will do the following to ensure that are teachers are continually learning and adapting to what out students need in order to show growth.

- Provide professional development weekly for our teachers in the following areas:
  - Assessment
  - Data Collection and Analysis



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- Teaching Cycle
- Curriculum
- Daily observation with immediate feedback on the execution of the curriculum and lesson
- Have weekly data meetings in ensure we are using our formative data to drive reteach plans and targeting students' misconceptions
- Provide professional development on using the following programs/ curriculum with fidelity
  - KIPP Wheatley Reading Curriculum
  - HillRAP
  - Accelerated Reader

## Implementation and Monitoring

May 2019	<ul style="list-style-type: none"> <li>-Identify ELA teachers</li> <li>-Assess Professional Development needs for all teachers who support reading by completing a needs assessment with the current ELA teachers</li> </ul>
June 2019	<ul style="list-style-type: none"> <li>-Create/ Development Professional Development for teachers in the following areas:               <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Data Collection and Analytics</li> <li>● Teaching Cycle</li> <li>● Curriculum</li> </ul> </li> <li>-Secure contract with Accelerated Reader</li> <li>-Secure contract with the HilRap program</li> </ul>
July 2019	<ul style="list-style-type: none"> <li>-Provide Professional Development for teachers in the following areas:               <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Data Collection and Analytics</li> <li>● Teaching Cycle</li> <li>● Curriculum</li> </ul> </li> <li>-Provide teachers with access to Accelerate Reader and provide training for the program.</li> <li>-Provide teachers with access to HilRap and provide training for the program.</li> <li>-Identify students who will be place immediately into reading intervention based on their previous ACT Aspire scores and grade point average.</li> </ul>
August 2019	<ul style="list-style-type: none"> <li>-Share with students our Reading priorities for the year.</li> <li>-Provide all students with access to Accelerated Reader</li> </ul>



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	<ul style="list-style-type: none"><li>-Provide all students with access to HiLRap</li><li>-Share expectations of reading intervention and its purpose</li></ul>
September 2019-May 2020	<ul style="list-style-type: none"><li>-Analyze student data from exit tickets, progress reports, report cards, ACT Aspire Classroom Assessments, ACT Aspire Interims, KIPP Wheatley Checkpoint assessments and KIPP Wheatley End of Module Assessments to inform us of how students are progress and the efficacy of the reading interventions.</li><li>-Celebrate students who move out of reading interventions</li></ul>